



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2006**

**Grade 5
Reading**

Reading

- ❶ A synonym (same meaning) for the word annual is

A. yearly.
B. brief.
C. frequent.
D. endless.

Use the definitions below to answer the question.

passage *n.* **1.** a journey or voyage: *The passage by ship took more than two weeks.* **2.** a way through: *Not many people know about the passage in the woods that leads to my house.* **3.** a section or piece of writing: *We were asked to read the passage and answer the questions.* **4.** the passing of a law by a legislature: *The passage of the bill into law was met with cheers.*

- ❷ The hikers had been trying to find a passage through the mountains.
Which is the **best** definition of the word passage as it is used in this sentence?
- A. definition 1
B. definition 2
C. definition 3
D. definition 4

Read this article about the historic Apollo 11 mission to the moon. Then answer the questions that follow.

The *Eagle* Has Landed

Curiosity about the unknown led early voyagers to our shores. They called it the New World back then. Nearly five hundred years later, that same spirit led Americans to a more distant world—the moon.

It was one of humankind's oldest dreams. For hundreds of years, people had looked to the sky and wondered if they would ever walk on the moon.

"Never." Some shook their heads. "It can't be done."

"Someday," the dreamers insisted.

One July morning in 1969, three Americans, named Neil Armstrong, Mike Collins, and Buzz Aldrin, climbed into a tiny space capsule atop a giant rocket and waited for a countdown. Five huge engines thundered to life. Flames and smoke poured across the launchpad and Apollo 11 rode a column of fire into the sky.

"We have liftoff!" announced a voice on the ground.

No one knew if the men on board would ever make it back.

Gazing down, the astronauts saw the wide curve of the Earth with its spreading seas and lush forests and drifting clouds. Through the capsule's window, they watched their planet shrink into a blue and white sphere. The spaceship rolled and the Earth slipped silently out of sight.

For three days, the Apollo 11 astronauts hurtled into the blackness of space. A second sphere, this one gray and lifeless, swelled until it filled their window. Then they were circling the moon.

Neil Armstrong and Buzz Aldrin squeezed through a hatch and crawled into a boxy, four-

legged landing vehicle named the *Eagle*. In this fragile craft they would try to drop to the moon's surface while Mike Collins flew high above, ready to rescue his friends if anything went wrong.

10 The radio hissed and crackled. A voice called from Mission Control in Houston, Texas, a quarter million miles away, "You are go for separation."

Slowly, the *Eagle* and the mother ship backed away from each other. The lander floated free.

"The *Eagle* has wings," Neil Armstrong reported to Earth. Inside the cramped cabin, he and Aldrin watched the ghostly moonscape rolling by.

13 Everything was ready. Another order came from Houston. "You are go for powered descent."

The engine fired and the *Eagle* began its short downward journey. Armstrong nodded and Aldrin grinned to himself. They were going to land on the moon.

The spacecraft continued downward.

Armstrong turned to the window to look for their landing zone. He did not like what he saw. They were not where they were supposed to be.

The computer was programmed to steer the ship to a flat, smooth place for a landing. But it had overshot its target. They were plunging straight toward an area littered with deadly rocks and craters.

A light blinked on the control panel. They were running out of landing fuel.

There was no time to waste. Armstrong gripped the hand controller and took command from the computer. He had to find a place where they could set down, fast, or they would have to fire rockets and return to space.

20 Gently he brought the *Eagle* under his control. The lander hovered as Armstrong searched the ground below for a level spot.

“Sixty seconds,” the voice from Mission Control warned.

Sixty seconds of fuel left.

Balanced on a cone of fire, the *Eagle* scooted over rocky ridges and yawning craters.

There was no place to land!

“Thirty seconds!”

Now there was no turning back. If the engines gulped the last of the landing fuel, there would be no time to fire the rockets that could take them back into orbit. They would crash.

The landing craft swooped across boulder fields as its pilot hunted, judged, and committed. Flames shot down as the *Eagle* dropped the last few feet. Dust that had lain still for a billion years flew up and swallowed the craft.

Back on Earth, millions of people held their breaths and waited. They prayed and listened.

Then Neil Armstrong’s faint voice came crackling across the gulf of space. “Houston, Tranquility Base here. The *Eagle* has landed.”

30 In a short while a hatch on the ladder opened. A man in a bulky space suit backed down nine rungs of a ladder and placed his foot on the gray lunar soil. People all over the world watched the fuzzy black-and-white images on their television screens. They leaned toward their sets to catch the first words spoken by Neil Armstrong from the surface of the moon.

“That’s one small step for man, one giant leap for mankind.”

A few minutes later Buzz Aldrin crawled out of the *Eagle* to join his comrade. Together the astronauts planted a flag. It would never flap in a breeze on the airless moon, so a stiff wire held it out from its pole. Aldrin stepped back and saluted the Stars and Stripes.

America had made the age-old dream come true. When they departed, our astronauts left behind a plaque that will always remain. Its words proclaim:

HERE MEN FROM THE PLANET EARTH
FIRST SET FOOT UPON THE MOON
JULY, 1969 AD
WE CAME IN PEACE FOR ALL MANKIND

- 3 In paragraph 10, the phrase “You are go for separation” means that Mission Control is
- A. warning the crew of dangerous rocks.
 - B. informing the crew of the best way to land.
 - C. giving the crew permission to launch the lander.
 - D. telling the crew they can no longer be heard on Earth.

- 4 What did Neil Armstrong mean when he said, “The *Eagle* has wings”?
- A. The wings on the lander were failing.
 - B. The lander was safe on the moon’s surface.
 - C. The lander was free from the mother ship.
 - D. The wings on the lander opened properly.

- 5 In paragraph 13, the word descent means the
- A. climb upward.
 - B. trip downward.
 - C. flight toward Earth.
 - D. circling around the moon.

- 6 In paragraph 20, the word hovered means
- A. rose steadily.
 - B. raced sideways.
 - C. bobbed up and down.
 - D. hung in the air.

- 7 During their trip to the moon, the astronauts of Apollo 11 faced a serious problem. Describe this problem and explain how it was solved. Use information from the article to support your answer.

- 8 How did Neil Armstrong let Mission Control know that the astronauts had landed safely on the moon?
- A. by placing a plaque on the moon's surface
 - B. by stepping out of the *Eagle* and waving
 - C. by planting a flag on the moon's surface
 - D. by sending the message "The *Eagle* has landed"

- 9 In paragraph 30, the word lunar refers to
- A. the moon.
 - B. Earth.
 - C. sand.
 - D. the rock.

- 10 In the article, which event happened **first**?
- A. Armstrong looked for a landing zone.
 - B. Apollo 11 rode a column of fire into the sky.
 - C. Flames shot down as the *Eagle* dropped.
 - D. The landing craft swooped across boulder fields.

- 11 Which statement is an **opinion**?
- A. "It can't be done."
 - B. "We have liftoff!"
 - C. "The spacecraft continued downward."
 - D. "The *Eagle* has landed."

- 12 Why was Neil Armstrong a good person to take part in the Apollo 11 mission? Use information from the article to support your answer.

Acknowledgments

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“The *Eagle* Has Landed” (pp. 2–3) as it appeared in *The Children’s Book of America* by William Bennett. Published by Simon & Schuster. Copyright © 1998 by William Bennett.

Grade 5 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	WV	II	WV	WV	II	II	WV	II	IA	IA
GLE Code	4-3	4-2	4-3	4-7	4-2	4-3	4-7	4-7	4-3	4-7	4-8	4-8
Depth of Knowledge Code	1	1	2	2	2	2	2	1	2	2	2	3
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	A	B	C	C	B	D		D	A	B	A	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, SA = Short Answer, CR = Constructed Response



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2006**

**Grade 5
Reading**

**NECAP 2006 RELEASED ITEMS
GRADE 5 READING**

4.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning

1 A synonym (same meaning) for the word annual is

- A. yearly.
- B. brief.
- C. frequent.
- D. endless.

4.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

Use the definitions below to answer the question.

passage *n.* **1.** a journey or voyage: *The passage by ship took more than two weeks.* **2.** a way through: *Not many people know about the passage in the woods that leads to my house.* **3.** a section or piece of writing: *We were asked to read the passage and answer the questions.* **4.** the passing of a law by a legislature: *The passage of the bill into law was met with cheers.*

2 The hikers had been trying to find a passage through the mountains.

Which is the **best** definition of the word passage as it is used in this sentence?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

The *Eagle* Has Landed Informational Text

4.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

- 3 In paragraph 10, the phrase “You are go for separation” means that Mission Control is
- A. warning the crew of dangerous rocks.
 - B. informing the crew of the best way to land.
 - C. giving the crew permission to launch the lander.
 - D. telling the crew they can no longer be heard on Earth.

4.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or key details

- 4 What did Neil Armstrong mean when he said, “The *Eagle* has wings”?
- A. The wings on the lander were failing.
 - B. The lander was safe on the moon’s surface.
 - C. The lander was free from the mother ship.
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The *Eagle* Has Landed Informational Text

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- 6 In paragraph 20, the word hovered means
- A. rose steadily.
 - B. raced sideways.
 - C. bobbed up and down.
 - D. hung in the air.

The *Eagle* Has Landed Informational Text

4.7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)

- 7 During their trip to the moon, the astronauts of Apollo 11 faced a serious problem. Describe this problem and explain how it was solved. Use information from the article to support your answer.

Scoring Guide:

Score	Description
4	Response thoroughly describes a serious problem the astronauts of Apollo 11 faced and explains how they solved this problem. Response includes relevant information from the article.
3	Response describes a serious problem the astronauts of Apollo 11 faced and explains how they solved this problem. Response includes some relevant information from the article.
2	Response partially describes a serious problem the astronauts of Apollo 11 faced and/or explains how they solved this problem. Response uses limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Problem the astronauts of Apollo 11 face and how they solve this problem:

Problem: The *Eagle* had overshot its target landing spot. It was headed toward craters and rocks. Landing fuel was low. There was no place to land.

Solution: Armstrong took manual control and landed the *Eagle* safely. He picked a spot and landed.

SCORE POINT 4

During the trip to the moon the Astronauts encountered some serious Problems.

Once the eagle had Separated from the Apollo the eagle begun its descent to the surface of the moon.

On the way down the astronauts discovered that they were not where they were supposed to be. They were Supposed to be at a flat surface but they were at a rocky field the computer had overshoot thier landing sight.

In an attempt to land Niel armstrong grabbed the manual controls and tried to steer himself. The seconds ticked by and with hardly any landing fuel left the eagle touched ground and dust flew up.

Everyone on earth waited until they heard Niel Armstrong say "Houston, Tranquility Base here. The Eagle has landed."

These are the problems the astronauts of Apollo 11 Faced on thier trip to the moon.

Response thoroughly describes a serious problem the astronauts of Apollo 11 faced and explains how they solved this problem. Response includes relevant information from the article.

NECAP 2006 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 3

They where about to crash
and there where crates and
rocks and they didn't have that
much fuel and if it ran
out of fuel then they would
crash and the computer didn't
target the landing place. Then
Armstrong put his hands on
the controls and he let
out some rockets and
they safely landed on the moon
(the date is July, 1969 AD).

Response describes a serious problem the astronauts of Apollo 11 faced and explains how they solved this problem. Response includes some relevant information from the article.

NECAP 2006 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 2

The problem was that they had trouble landing. The eagle was going to land in a bunch of rocks that would kill them. They solve it by looking and steering it to somewhere else.

Response partially describes a serious problem the astronauts of Apollo 11 faced **and/or** explains how they solved this problem. Response uses limited information from the article.

NECAP 2006 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 1

The astronauts were running out of fuel and they could not land. They landed on the moon.

Response is minimal.

SCORE POINT 0

the problem was the ship was falling apart so they got out of the ship and fixed it.

Response is totally incorrect.

The *Eagle* Has Landed Informational Text

4.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions related to explicitly stated main/central ideas or key details

- 8 How did Neil Armstrong let Mission Control know that the astronauts had landed safely on the moon?
- A. by placing a plaque on the moon's surface
 - B. by stepping out of the *Eagle* and waving
 - C. by planting a flag on the moon's surface
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4.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

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- A. the moon.
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The *Eagle* Has Landed Informational Text

4.7.3 Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)

- 10** In the article, which event happened **first**?
- A. Armstrong looked for a landing zone.
 - B. Apollo 11 rode a column of fire into the sky.
 - C. Flames shot down as the *Eagle* dropped.
 - D. The landing craft swooped across boulder fields.

4.8.4 Analyze and interpret informational text, citing evidence as appropriate by distinguishing fact from opinion

- 11** Which statement is an **opinion**?
- A. "It can't be done."
 - B. "We have liftoff!"
 - C. "The spacecraft continued downward."
 - D. "The *Eagle* has landed."

The *Eagle* Has Landed Informational Text

4.8.3 Analyze and interpret informational text, citing evidence as appropriate by drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant

- 12 Why was Neil Armstrong a good person to take part in the Apollo 11 mission? Use information from the article to support your answer.

**NECAP 2006 RELEASED ITEMS
GRADE 5 READING**

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of why Neil Armstrong was a good person to take part in the Apollo 11 mission. Response includes relevant information from the article.
3	Response provides an explanation of why Neil Armstrong was a good person to take part in the Apollo 11 mission. Response includes some relevant information from the article.
2	Response provides a partial explanation of why Neil Armstrong was a good person to take part in the Apollo 11 mission. Response uses limited information from the article.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

NOTE: Words identifying qualities are not necessary but can be implied.

Why Neil Armstrong was a good person to take part in the Apollo 11 mission:

Brave: He led a mission to the moon. The mission was dangerous as is any trip into space (other similar words: risk-taker, bold, courageous, etc.).

Heroic: This word embodies many of the characteristics students might identify separately (fearless, daring, adventurous, noble, gallant, etc.) all based on the risk he took in going to the moon, on his saving of the mission by landing the *Eagle* in a safe spot, on the humility he expressed in his words on his descent from the lander, and his patriotism in planting the American flag on the moon.

Skilled: He saved the mission by taking control from the computer and landing the lander safely. He recognized the danger and overcame it.

Patriotic: He served his country as an astronaut.

Humble (or similar word): He gave credit to humankind in his words: "That's one small step for man, one giant leap for mankind."

Student responses may vary and are acceptable as long as there is support from the article.

SCORE POINT 4

Neil Armstrong was a good person to take part in the Apollo 11 mission because when the ship was going down to land on the moon it was heading straight for deadly rocks. Neil Armstrong didn't panic, he grabbed the hand controller and brought the Eagle under control. He only had sixty seconds to land so he was searching for a smooth place. He let the Eagle land and it landed softly on the moon. He called back to earth and told them everything is fine and he landed on the moon. Neil Armstrong is important because he knew what he was doing and did it.

Response provides a thorough explanation of why Neil Armstrong was a good person to take part in the Apollo 11 mission. Response includes relevant information from the article.

NECAP 2006 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 3

He was a good person to have along because he knew if something went wrong like the Eagle did not land right he knew exactly what to do. He had a lot of knowledge because if he didn't the Eagle probably would have crashed on the rocks. He thought very fast because there was only 60 seconds left of landing fuel and he had to fly around to find a smooth place to land.

Response provides an explanation of why Neil Armstrong was a good person to take part in the Apollo 11 mission. Response includes some relevant information from the article.

NECAP 2006 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 2

Neil Armstrong was a good person to take part on the Apollo 11 mission because he knew what to do in situations like when the Eagle was going to land on a bumpy surface he knew he had to find a smooth surface.

Response provides a partial explanation of why Neil Armstrong was a good person to take part in the Apollo 11 mission. Response uses limited information from the article.

NECAP 2006 RELEASED ITEMS
GRADE 5 READING

SCORE POINT 1

neil armstrong is a good
person to take part on the
apollo 11 mission because if something
goes wrong he knows what to do.

Response is minimal.

SCORE POINT 0

He was a good government.

Response is totally incorrect.